

**Texas Education Agency  
Standard Application System (SAS)**

**2015–2020 Texas Title I Priority Schools, Cycle 4**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>  <div style="display: flex; justify-content: space-around;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CTR DISCRETIONARY GRANTS</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2015 AUG 20 AM 10:36</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> </div>
<b>Grant period:</b>	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
<b>Application deadline:</b>	5:00 p.m. Central Time, August 20, 2015	
<b>Submittal information:</b>	<b>Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin, TX 78701-1494 </div>	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name		County-District #	Campus name/#	Amendment #	
Houston Independent School District		101912	Blackshear ES / 110		
Vendor ID #	ESC Region #	US Congressional District #		DUNS #	
74-6001255	IV	18th - TX		061292124	
Mailing address			City	State	ZIP Code
4400 West 18 <sup>th</sup> Street			Houston	TX	77092-

**Primary Contact**

First name	M.I.	Last name	Title
Alicia		Lewis	Principal
Telephone #	Email address		FAX #
713-942-1481	Alewis6@houstonisd.org		713-942-1486

**Secondary Contact**

First name	M.I.	Last name	Title
Annetra		Piper	Mgr, Grants Department
Telephone #	Email address		FAX #
713 556-6785	apiper@houstonisd.org		713 556-7023

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Terry	B.	Grier	Superintendent of Schools
Telephone #	Email address		FAX #
713-556-6300	HISDSuperintendent@houstonisd.org		713-556-6323
Signature (blue ink preferred)	Date signed		

*Only the legally responsible party may sign this application.*

**701-15-107-023**

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements.</li> <li>2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions</li> <li>4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>transformation model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b><i>student growth</i></b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b><i>student growth</i></b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of</li> </ol> </li> </ol> </li> </ol>

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	<p>the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> <li>Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ol> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>Texas state-design model</u></b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b><i>Early College High School</i></b> (ECHS). In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> <li>Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</li> <li>Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</li> </ol>

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1.**

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
  - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
  - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
  - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
  - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
  - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency. Early College High School program](#)
- Texas Education Code [§29.908](#)
- Texas Administrative Code [§4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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9.	<p>The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.</p> <p>The LEA/campus provides assurance that if it selects to implement the <b>Early Learning Intervention Model</b> in an elementary school, the campus will implement in accordance with the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Offer full-day kindergarten.</li> <li>2. Establish or expand a high-quality preschool program.        A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:       <ol style="list-style-type: none"> <li>(A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;</li> <li>(B) High-quality professional development for all staff;</li> <li>(C) A child-to-instructional staff ratio of no more than 10 to 1;</li> <li>(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;</li> <li>(E) A full-day program;</li> <li>(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;</li> <li>(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;</li> <li>(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;</li> <li>(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;</li> <li>(J) Program evaluation to ensure continuous improvement;</li> <li>(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;</li> <li>(L) Evidence-based health and safety standards.</li> </ol> </li> <li>3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.</li> <li>4. Provide educators, including preschool teachers, time for joint planning across grade levels.</li> <li>5. Replace the principal who led the school prior to the commencement of the early learning model.</li> <li>6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--       <ol style="list-style-type: none"> <li>(A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>(B) Are designed and developed with teacher and principal involvement;</li> </ol> </li> <li>7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,</li> </ol>
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after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
9. Use data to identify and implement an instructional program that is:
  - (A) Research-based;
  - (B) Developmentally appropriate;
  - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
  - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
  - (A) Aligned with the school's comprehensive instructional program
  - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the turnaround model, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
  - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
  - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sifevidencebased/index.html>  
These approved models are supported by:
  - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
  - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
  - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
  - (A) School leadership
  - (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>restart model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:           <ol style="list-style-type: none"> <li>significant improvement in academic achievement</li> <li>success in closing achievement gaps either within a school or relative to other public schools</li> <li>High school graduation rates</li> <li>No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ol> </li> <li>Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>closure model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b><u>Rural LEA applicant</u></b> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here:  <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>Whole-School Reform model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Implement an evidence-based whole-school reform in partnership with a model developer.           <ol style="list-style-type: none"> <li>The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a>            These approved models are supported by:           <ol style="list-style-type: none"> <li>A study of efficacy that meets What Works Clearinghouse evidence standards.</li> </ol> </li> </ol>

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	<p>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</p> <p>(C) A study which used a large sample and multi-site sampling.</p> <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met through the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Blackshear Elementary School is located in a high-poverty neighborhood in Houston, Texas, within the boundaries of the Houston Independent School District (HISD). Blackshear contains a large population of high-needs students. For the 2014-2015 school year, Blackshear's student population was 79.4% African American, 18.8% Hispanic, .3% Asian, .3% White, and 1.2% identified as Other. Over 98.5% of the students are economically disadvantaged. At Blackshear, 86% of the student population is considered at-risk for educational failure, 20.3% are identified as English Language Learners (ELL), and the students' mobility rate is 23.6%. Additionally, Blackshear, for an elementary school, has a high rate of student disciplinary referrals at 32.9% for the 2013-2014 academic year. For the 2014-2015 school year, Blackshear had 546 students enrolled. The 2014 Accountability Rating for Blackshear is "Improvement Required". Blackshear is also identified as a 2015-2016 Public Education Grant (PEG) school because its 2014 passing rate on STAAR is less than or equal to 50% because and it was rated "Improvement Required in 2013 and 2014. Overall, Blackshear is identified as a Priority campus.

**Vision and focus for school reform:** Houston ISD and Blackshear Elementary plan to implement TEA's **Early Learning Intervention Model** in order to create notable change and significant academic results on the campus within five years' time. Blackshear Elementary is an Improvement Required campus and has significant needs identified for improvement. Houston ISD and Blackshear have a strong commitment to the use of the TTIPS funds to provide adequate resources in order to substantially raise the achievement of all the students from pre-kindergarten to fifth grade and to enable Blackshear to exit the Improvement Required status. Not only does Blackshear plan to use these funds to increase student achievement, funds will also be used to enhance the school's culture by implementing a comprehensive program that increases academic achievement, decreases discipline referrals, builds students' self-confidence, and increases engagement among parents and teachers. With the infusion of grant funds, Blackshear will also expand high quality pre-school programs, enroll in the Children's Learning Institute, identify and reward school leaders, teachers, and other staff who increase student achievement, and increase family and community engagement to support academic achievement.

**Sense of urgent need for change:** Houston ISD and Blackshear have made a clear commitment to strive for a dramatic departure from the status quo, and the Superintendent of Schools and Board Members have signaled the magnitude and urgency of the needed change at Blackshear. Specifically, there is a sense of urgency to:

- **Improve Academic Performance of All Students** – Includes increased and expanded services to pre-K students, as well as increase the level of academic services to students in grades Kindergarten to fifth. Additionally, the school will provide tutorials, homework assistance, and academic enrichment. Teachers will receive professional development to increase their pedagogical skills.
- **Improve Attendance** - Provide students with a variety of quality activities and instructional strategies that will keep the students engaged. Additionally, project-based learning will be infused throughout the curriculum beginning as early as Pre-K.
- **Improve Students' Behavior** - Provide a safe and secure environment for program participants. Additionally, teachers will receive teaching strategies in cultural proficiency so that they will understand how to work effectively with their students. The school will also increase family and community engagement to support students' achievement.
- **Increase Parent Engagement** – Work with the parents and community leaders to help the parents understand how to keep the school accountable for increasing student achievement.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**High expectations for results:** Based on a thorough needs assessment, the campus leadership team and campus stakeholders have identified the following goals and objectives to guide Houston ISD and Blackshear's efforts toward improving the overall achievement of the school:

- Increase targeted, job-embedded professional development for all teachers
- Increase parental involvement through parent trainings and engagement opportunities
- Enhance campus culture to promote a culture of achievement and high expectations for all students, parents, and teachers, with increases in school attendance rates, promotion rates, and decreases in disciplinary referral rates.
- Increase the percent of students in PK- 2<sup>nd</sup> grades that are achieving at/above grade level, based on district assessments by the end of the 2019-2020 school year.
- Increase the percent of students in grades 3-5 who scored at Level II Satisfactory and Advanced in Reading and Math to be at/above parity with Houston ISD by the end of the 2019-2020 school year.
- Increase leadership effectiveness

**Operational flexibilities that will be afforded the campus in a reform effort:** Houston ISD is committed to utilizing the TTIPS grant funds to provide adequate resources and related services and supports to implement, fully and effectively, the required activities of the **school intervention model**. Blackshear within Houston ISD will be given sufficient operational flexibility in order to ensure student success. The Blackshear Principal will choose her own school staff. Additionally, the district will work with the principal to help the school to create an appropriate school calendar that supports extended time and learning for all the students. Research has proven that there is a strong relationship between extended academic learning time and student achievement (Aronson, Zimmerman, and Carlos, 1998; Rocha, 2007). Blackshear will also have operational flexibility with their campus-based budget. This operational flexibility within the school will allow Blackshear to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase promotion rates.

**Organizational structures:** The District's Chief Academic Officer will provide overall monitoring and oversight. Blackshear's School Support Officer and Chief School Officer will monitor the ongoing progress and implementation of **Early Learning Intervention Model**, extended learning time for students, ongoing professional development for teachers and administrators, targeted tutoring for students, parental and community involvement, and data-driven instruction (i.e., assessed often and assessments by objectives).

**Existing capacity and resources:** In order to ensure that all students are progressing adequately and exceeding the academic standards, Blackshear will have a comprehensive and systematic assessment and progress-monitoring plan in place that aligns resources of the federal, state, and local education agencies with the school improvement interventions by providing training for administrators, teachers, parents, and community/business partners to increase quality involvement at the campus. Besides the oversight and technical support of the District's Chief Academic Officer, Blackshear's School Support Officer and Chief School Officer, Houston ISD will provide technical assistance to Blackshear on multiple levels via **Central Office Administration** including through the following:

- **Grant Development Department:** General grant management and technical assistance in the completion and filing of progress reports with TEA.
- **Research and Accountability:** Assistance in accessing student data for evaluation reports and tracking progress.
- **Accounting/ Budgeting/Purchasing Departments:** Assistance in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required by TEA.
- **Legal Department:** Assistance in the development and approval of contracts.
- **Curriculum Department:** Support of curricular enhancements and assistance with the district's online curricular alignment resource.

**Communication structures:** Houston ISD and campus principal with the assistance of the District's central office departments will maintain ongoing communications to keep all stakeholders abreast of the school's progress on a continuous basis. Feedback will be continually gathered, disseminated, discussed, and acted upon to ensure continuous improvement and accountability.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-

Fund code: 276

award costs are permitted from October 1, 2015, to December 31, 2015.

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$52,963	\$0	\$0	\$1,165,820	\$0	\$1,165,820	\$0	\$1,165,820	\$0	\$1,165,820	\$0	4,716,243
#8-Professional and Contracted Services	6200	\$260,000	\$0	\$0	\$260,000	\$0	\$260,000	\$0	\$260,000	\$0	\$260,000	\$0	\$1,300,000
#9-Supplies and Materials	6300	\$125,000	\$0	\$0	\$125,000	\$0	\$50,000	\$0	\$50,000	\$0	\$50,000	\$0	\$400,000
#10-Other Operating Costs	6400	\$18,587	\$0	\$0	\$50,000	\$0	\$50,000	\$0	\$50,000	\$0	\$50,000	\$0	\$218,587
#11-Capital Outlay	6600/ 15XX	\$208,492	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$208,492
Consolidate Administrative Funds													
5% indirect costs (see note):		N/A	\$20,179	N/A	N/A	\$21,750	N/A	\$23,000	N/A	\$23,000	N/A	\$23,000	\$110,929
Grand total of budgeted costs (add all entries in each column):		\$665,042	\$20,179	\$0	\$1,600,820	\$21,750	\$1,525,820	\$23,000	\$1,525,820	\$23,000	\$1,525,820	\$23,000	\$6,954,251

Administrative Cost Calculation

Enter the total grant amount requested:

\$6,954,251

Percentage limit on administrative costs established for the program (5%):

x .05

Multiply and round down to the nearest whole dollar. Enter the result.

\$347,713

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16  
2015-2020 Texas Title I Priority Schools, Cycle 4

**Schedule #7---Payroll Costs (6100)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre- Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	1		\$0		\$55,000	\$55,000	\$55,000	\$55,000	\$220,000
2 Educational Aide	3		\$0		\$75,000	\$75,000	\$75,000	\$75,000	\$300,000
3 Academic Tutor	4		\$0		\$63,200	\$63,200	\$63,200	\$63,200	\$252,800
Program Management and Administration									
4 Project/Teacher Coordinator 12M	1		\$33,700		\$67,400	\$67,400	\$67,400	\$67,400	\$303,300
5 General Clerk III 12M	1		\$14,850		\$29,700	\$29,700	\$29,700	\$29,700	\$133,650
6 Title			\$	\$	\$	\$	\$	\$	\$
Auxiliary									
7 Social Worker	1		\$0		\$60,000	\$60,000	\$60,000	\$60,000	\$240,000
8 Community Liaison/Parent Coordinator	1		\$0		\$29,700	\$29,700	\$29,700	\$29,700	\$118,800
9 School Nurse	1		\$0		\$66,100	\$66,100	\$66,100	\$66,100	\$264,400
Other Employee Positions									
10 Literacy Specialist			\$0	\$	\$60,000	\$60,000	\$60,000	\$60,000	\$240,000
11 STEM Specialist			\$0	\$	\$60,000	\$60,000	\$60,000	\$60,000	\$240,000
12 Title			\$	\$	\$	\$	\$	\$	\$
13	Subtotal employee costs:		\$48,550	\$	\$536,100	\$536,100	\$536,100	\$536,100	\$2,192,950
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$	\$	\$70,000	\$70,000	\$70,000	\$70,000	\$280,000
15 6119 Professional staff extra-duty pay			\$0	\$0	\$300,000	\$300,000	\$300,000	\$300,000	\$1,200,000
16 6121 Support staff extra-duty pay			\$	\$	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
17 6140 Employee benefits			\$4413	\$	\$159,720	\$159,720	\$159,720	\$159,720	\$638,880
18 61XX Tuition remission (IHEs only)			\$	\$	\$	\$	\$	\$	\$
19	Subtotal substitute, extra-duty, benefits costs		\$4413	\$	\$629,720	\$629,720	\$629,720	\$629,720	\$2,523,293
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$52,963	\$	\$1,165,820	\$1,165,820	\$1,165,820	\$1,165,820	\$4,716,243

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	ESC Region IV Program Support	<input type="checkbox"/>	\$40,000		\$40,000	\$40,000	\$40,000	\$40,000	\$200,000
2	Targeted Professional Development All Teachers All Contents	<input type="checkbox"/>	\$80,000		\$80,000	\$80,000	\$80,000	\$80,000	\$400,000
3	Comprehensive Consultant Support Early Learning Intervention	<input type="checkbox"/>	\$30,000		\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
4	Consultant Support for Reading and Writing	<input type="checkbox"/>	\$30,000		\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
5	Comprehensive Consultant Support Mathematics	<input type="checkbox"/>	\$30,000		\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
6	Schoolwide Culture Building Professional Development	<input type="checkbox"/>	\$25,000	\$	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
7	Poverty Training - Understanding our Economically Disadvantaged	<input type="checkbox"/>	\$25,000	\$	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
8		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
1		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
0		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$

b.	Subtotal of professional services, contracted services, or subgrants:	\$260,000	\$	\$260,000	\$260,000	\$260,000	\$260,000	\$260,000	\$1,300,000
a.	Subtotal of professional and contracted services requiring specific approval:	\$	\$	\$	\$	\$	\$	\$	\$
b.	Subtotal of professional services, contracted services, or subgrants:	\$	\$	\$	\$	\$	\$	\$	\$
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	\$0		\$0	\$0	\$0	\$0	\$0	\$0
	(Sum of lines a, b, and c) Grand total	\$260,000		\$260,000	\$260,000	\$260,000	\$260,000	\$260,000	\$1,300,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 101912						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1				\$							
	2				\$							
	3				\$							
	4				\$							
	5				\$							
6399	Technology software—Not capitalized					\$		\$	\$	\$	\$	\$
6399	Supplies and materials associated with advisory council or committee					\$		\$	\$	\$	\$	\$
Subtotal supplies and materials requiring specific approval:						\$		\$	\$	\$	\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$125,000	\$	\$125,000	\$50,000	\$50,000	\$50,000	\$400,000
Grand total:						\$125,000	\$	\$125,000	\$50,000	\$50,000	\$50,000	\$400,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 101912		Amendment number (for amendments only):						
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specify approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$		\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$18,587	\$	\$50,000	\$50,000	\$50,000	\$50,000	\$218,587
Grand total:		\$18,587	\$	\$50,000	\$50,000	\$50,000	\$50,000	\$218,587

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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County-District Number or Vendor ID: 101912				Schedule #11—Capital Outlay (6600/15XX)							Amendment number (for amendments only):	
15XX is only for use by charter schools sponsored by a nonprofit organization.												
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years		
6669/15XX—Library Books and Media (capitalized and controlled by library)												
1		N/A	N/A	\$	\$	\$	\$	\$	\$	\$		
66XX/15XX—Technology hardware, capitalized												
2	SMART boards with projector attached	15	\$6,300	\$94,500	\$	\$	\$	\$	\$	\$94,500		
3	Apple TV/70" Monitor (10 pack bundle) w/iPad	29	\$2,500	\$72,500	\$	\$	\$	\$	\$	\$72,500		
4	ELMOs w/ Document Cameras	29	\$748	\$21,692	\$	\$	\$	\$	\$	\$21,692		
5	LCD Projectors	29	\$400	\$11,600	\$	\$	\$	\$	\$	\$11,600		
6	Color Copiers	2	\$6100	\$12,200	\$	\$	\$	\$	\$	\$12,200		
7	Black and White Printers	7	\$400	\$2,800	\$	\$	\$	\$	\$	\$2,800		
8	Color Printers	7	\$600	\$4,200	\$	\$	\$	\$	\$	\$4,200		
66XX/15XX—Technology software, capitalized												
9			\$	\$	\$	\$	\$	\$	\$	\$		
66XX/15XX—Equipment, furniture, or vehicles												
17			\$	\$	\$	\$	\$	\$	\$	\$		
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life												
21				\$	\$	\$	\$	\$	\$	\$		
Grand total:				\$208,492	\$0	\$0	\$0	\$0	\$0	\$208,492		

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	340		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	270	79.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	64	18.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	1	.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	1	.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	335	98.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	69	20.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	18	5.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	112		HISD Student Disciplinary Action Summary Report, 2013–2014
Disciplinary placements in In-School Suspension	59		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	90		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		n/a	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		n/a	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	n/a	n/a	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	92	49%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		n/a	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		n/a	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	n/a		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	n/a		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		n/a	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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By TEA staff person:



**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Blackshear Elementary School is located in a high-poverty neighborhood in Houston, Texas, within the boundaries of the Houston Independent School District (HISD). Blackshear contains a large population of high-needs students. For the 2014-2015 school year, Blackshear's student population was 79.4% African American, 18.8% Hispanic, .3% Asian, .3% White, and 1.2% identified as Other. Over 98.5% of the students are economically disadvantaged. At Blackshear, 86% of the student population is considered at-risk for educational failure, 20.3% are identified as English Language Learners (ELL), and the students' mobility rate is 23.6%. Additionally, Blackshear, for an elementary school, has a high rate of student disciplinary referrals at 32.9% for the 2013-2014 academic year. For the 2014-2015 school year, Blackshear had 546 students enrolled. The 2014 Accountability Rating for Blackshear is "Improvement Required". Blackshear is also identified as a 2015-2016 Public Education Grant (PEG) school because its 2014 passing rate on STAAR is less than or equal to 50% because and it was rated "Improvement Required in 2013 and 2014. Overall, Blackshear is identified as a Priority campus.

Blackshear is located to the south of Downtown Houston and serves students from predominantly low-income families. Families who live in the Blackshear Elementary attendance zone face serious challenges, including poverty, crime, unemployment and low educational attainment. "More than 44% of the population in the school's community lived below the poverty and 55% of the households with children under age 18 are headed by a single parent, according to U.S. Census, 2009-2013 American Community Survey 5-Year Estimates.

During the summer of 2014 Blackshear Elementary and Dodson Montessori campuses merged into one campus on Blackshear Elementary's site. The student population at Blackshear increased from 340 students to 546 students by the end of the school year in 2015. With the large increase in students based on the merger, Blackshear is projected to have 581 students during the 2015-2016 school year. This is a positive factor for Blackshear; prior to merger, Blackshear's enrollment had been declining for the past two years. The percentage of African Americans students has increased; however, the percentage of Hispanic students continues to decrease.

Blackshear has 270 male students. Of these, 209 students are African American males and 31 (15%) of these students are 1-to-2 years overage. Of these students, 14 (7%) have one to four Level 3 offenses. In comparison, 61 Hispanic males have 6 (9%) students that are overage and 3 (5%) students that have one-to-three Level 3 offenses. This data has led to the school hiring more African American male teachers who can be mentors and positive role models to all the male students.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	24		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	19	79.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	2	8.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	4.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	2	8.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	16	84.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	2	10.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	1	5.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1	5.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years' Experience	13	68.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years' Experience	1	5.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years' Experience	3	15.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years' Experience	1	5.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	\$46,805		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	\$46,815		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	\$48,344		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$53,436		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with Over 20 Years	\$58,364		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	11	21%	2014-2015 Campus Survey
Staff with Bachelor's degree as highest level attained	27	52%	2014-2015 Campus Survey
Staff with Master's degree as highest level attained	14	27%	2014-2015 Campus Survey
Staff with Doctoral degree as highest level attained	0	0%	2014-2015 Campus Survey

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the summer of 2014 Blackshear Elementary and Dodson Montessori campuses merged into one campus on Blackshear Elementary's site. The student population at Blackshear increased from 340 students to 546 students by the end of the school year in 2015. The number of teachers in core academic subject areas increased from 17 general education teachers and two special education teachers to 26 general education teachers and three special education teachers by the end of the 2014-2015 school year. Of these 29 teachers, 86% (25) are African American, 7% (2) are Hispanic, 3% (1) are White and 3% (1) are Other. There was an increase from 2013-2014 to 2014-2015 in the percentage of African Americans teaching core academic subject areas and a decrease in all other ethnicities. All of these teachers are highly qualified.

The number of paraprofessionals who provide instructional support in core academic subject areas also increased from two to 12. This increase was due to the Dodson Montessori Magnet program being brought over to Blackshear, which assigned one teacher assistant to each Montessori classroom as a part of the Montessori program. The teacher assistants consist of two Hispanics and 10 African Americans. Five out of 12 of Blackshear's teacher assistants have an Associate degree; seven out of 12 of Blackshear's teacher assistants have passed a rigorous state or local assessment demonstrating knowledge of, and the ability to assist in instructing, reading, writing, and mathematics.

The transition from two campuses functioning on their own to being combined brought about many challenges for teachers, which ultimately led to a decrease in scholar performance on state assessments. Teachers had to adjust to a new environment, new leadership, and new policies and procedures. A few teachers had to be moved to various grade levels, which led to inconsistency in the type and level of instructional delivery. This also led to an increase in discipline events for the entire campus.

For the 2014-2015 school year, Blackshear had 417 African American students, 114 Hispanic students, two White students, and eight students listed as other. Of these, 270 students are males and 209 of the 270 are African American males. Many of these males contributed to an increase in the number of discipline incidents from 143 total discipline events in 2013-2014 to 263 total discipline events in 2014-2015. Based on this data and research that states: "positive male role models and mentors are critical for the success of African American students when they are in school and beyond their school years", Blackshear Elementary has increased the number of African American males from three teachers and no administrative personnel in 2014-2015 to seven teachers and one administrative personnel for the upcoming 2015-2016 school year.

For the 2015-2016 school year, Blackshear has been able to retain 83% of the core academic teaching staff. Blackshear's core academic teaching staff consists of 24 females and five males. Blackshear has five new teachers on staff that is replacing five teachers who have either retired, resigned or transferred to another campus. The remaining teachers are all highly-qualified and 34% have an advanced degree. Among the teachers, 39% of Blackshear's teachers have taught between zero-to-five years, 11% have taught 5-10 years, 36% have taught 10-20 years, and 14% have taught 20 years or more. Teachers have come together as one on the campus. Blackshear's leadership and staff are working on building greater levels of administrator and teacher capacity, both campus and grade level wide, so that the school can begin to see an increase in student academic performance in the spring of 2016 and for years to come.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
101	85	81	69	69	73	59	0	0	0	0	0	0	0	546

**Part 6: Teachers to Be Served with Grant Funds.** Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
5	4	4	3	3	4	3	0	0	0	0	0	0	0	26

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A committee of Blackshear Elementary School leadership, instructional staff, and community members participated in a thorough review process of campus and community-level data, including current demographic data available through school records and census data to help the school's committee to fully comprehend and describe the community where the school is located and the students and families live. The committee assessed program evaluations, the Houston ISD *Your Voice Survey* results and the following data in order to identify areas of strength and areas of need: District Level Assessments (DLA), Report Cards, STAAR data, discipline referral and attendance data, and common assessment data. The needs of the campus are prioritized with the ultimate goal of increasing student achievement through a culture of excellence that centers around rigor and accountability, engaging the stakeholders, and offering a 21<sup>st</sup> century learning experience to all students. In 2014-2015, Blackshear's STAAR data decreased drastically across subjects and grade levels, as compared to 2013-2014 STAAR performance. Blackshear's 3<sup>rd</sup> grade Reading percent of students performing at a "met standard" level decreased by 10 percentage points from 48% to 38%, 4<sup>th</sup> grade Reading decreased by two percentage points from 38% to 36%. Blackshear's 4<sup>th</sup> grade Writing percent of students performing at a "met standard" level decreased by eight percentage points, and 5<sup>th</sup> grade Science decreased by 26 percentage points. Blackshear's fifth grade Reading was the only grade and content area that showed an increase of 61% to 74%, a 13 percentage point increase. There was not a set standard for math at the conclusion of the school year; however, based on the TEA Cut Score that was released, Blackshear's 3<sup>rd</sup> grade Math percent of students performing at a "met standard" level decreased from 33% to 29%, 4<sup>th</sup> grade remained the same at 33% for both years, and 5<sup>th</sup> grade decreased from 76% to 51%. Based on data trends, Blackshear's committee selected TEA's Early Learning Intervention Model as the most viable to improve student academic achievement. Blackshear chose a vertical turnaround approach in order to ensure that by the time the students get to 3<sup>rd</sup> grade, where they are assessed with STAAR for the first time that they are prepared to meet standard and reach advanced levels of performance. The core academic, special education, and ancillary teachers, Apollo tutors, teacher assistants, office staff and the administration met on May 2, 2015 to begin the planning process. Everyone gave input as to what problems are impacting student performance, the root causes of those problems and what Blackshear's next steps will be for solving these problems (i.e., goal setting, strategy identification, implementation of strategies, support needed to implement with fidelity, monitoring of implementation, and check-points/evaluation methods). Based on Blackshear's STAAR data, the decrease in performance was listed as Blackshear's main problems for each content area. Some of the identified root causes were students not being prepared in early childhood and the lower grades for STAAR, teachers' lack of content knowledge, especially in the areas of math and science, and the inability of Blackshear's teachers to teach at the rigor level of STAAR. Blackshear also identified that another root cause was created during the merger, which created a division between teachers from Blackshear and Dodson and led to teachers constantly being moved from grade level to grade level during the fall of 2014. Also, 3<sup>rd</sup> and 4<sup>th</sup> grade reading classes and 5<sup>th</sup> grade science class did not have a consistent teacher until November 2014. Some of the immediate strategies were to have a stable teaching staff by the end of July 2015, in order for teachers to be in place for the first day of school and provide consistency for students. The hiring committee was very selective in who was chosen to replace teachers to ensure that they had the ability to teach at the level needed for the STAAR. Blackshear's remaining teachers also attended multiple professional development sessions to increase their content knowledge and instructional practices. On June 26, 2015, Blackshear reconvened to include additional areas of concern that are having a negative impact on Blackshear's STAAR data. Blackshear's discipline and attendance data raised concern. In 2014-2015, the number of total discipline events increased by 120 incidents from the previous school year. In 2014-2015, more than 60% of Blackshear's students were absent between 1-9 days and more than 25% of Blackshear's students were absent 10 or more days. In meetings with community members, Blackshear's data analysis and other concerns raised have identified student discipline, attendance, and instruction priority areas, as well as need to adopt a vertical instructional model beginning with Early Childhood to ensure Blackshear's students are prepared for and successful in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation  
     ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☒ Early Learning Intervention Model
- ☐ Turnaround  
     ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research shows that the early years for a child lays the foundation for the years to come. "In recent years, researchers have learned that the human brain develops the vast majority of its neurons, and is at its most receptive to learning between birth and three years of age. In fact, the intake of new information is critical to the formation of active neural pathways." (Shonokoff & Phillips, 2000) Based on the data for 3<sup>rd</sup> – 5<sup>th</sup> grades, Blackshear must take a more in-depth look at how the students are being prepared for the upper grades. Blackshear currently had only 20 spots for PK-3 students through the current magnet program. According to U.S. Census, 2009-2013 American Community Survey 5-Year Estimates, only 54.9% of all three and four year-olds are enrolled in school within the Blackshear service area. Blackshear needs to be able to reach a larger number of these three and four year-olds to start the process of showing both cognitive and socio-emotional gains in them, which will have a direct effect on students' performance when they reach 3<sup>rd</sup> grade and beyond. In 2014-2015, about 17% of the students in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades were classified as non-readers. In addition, Blackshear has to teach the upper-grade students the foundational reading skills, which takes time away from them receiving instruction on their current grade levels. It is in the early grades where the unacceptable conditioning begins that Blackshear seeks to change. The Early Learning Intervention Model will enable Blackshear to provide a strong foundation in literacy for all students, which will assist them across content areas and grade levels. By creating a position to specifically implement, support, and monitor a group of three and four year-olds, their teachers, their parents, and community members, the school will be able to realize the dividends of how successful students can become over a five-year period with early learning interventions. This process will have a positive impact on all the teachers, as the school works to perfect the teachers' craft, from PK – 5<sup>th</sup> grade. The Early Learning Intervention Model, as it is implemented with fidelity, will lead to a decrease in the number of students being retained each year. This year more than 60% of the 3<sup>rd</sup> and 4<sup>th</sup> grade students were retained and had to attend summer school due to their STAAR Reading performance. About 20% of the 1<sup>st</sup> and 2<sup>nd</sup> grade students were retained and had to attend summer school due to their failure to pass the High Frequency Word exam given three times during the school year.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the month of July 2015, Blackshear's administrators and faculty met with key community stakeholders at Trinity United Methodist Church to discuss what model of intervention is best suited to improve the academic performance of Blackshear's students. The stakeholders began by distributing information to gather input and support from families in the community. The information gathered from the meetings at Trinity, and from families in the community reaching out to share their concerns, was compiled and merged with data from the campus meetings in May and June of 2015. Based on all of the information gathered from both entities, participants were able to focus efforts on developing a comprehensive plan to support the implementation of an Early Learning Intervention model at Blackshear. This model will allow the school to build a strong foundation for all students, so that they can be successful not only in the early grades, but in the upper grades as well. Additionally, based on family feedback, this will also allow the families to have a higher stake in their child's educational process, as we work together to ensure that all students are getting the needed instruction and interventions all grade levels, including the lower grades.

Blackshear has strong partnerships within the community, which will continue to move forward in the school's efforts to be an exemplary campus that attracts large numbers of students in grades PK-5 and their families. We will hire an Early Intervention Model Coordinator, with a proven strong instructional background in Early Childhood Learning, the coordinator will not only work with improving teachers capacity, but will also work as a liaison to increase parental involvement beginning with our Early Childhood stakeholders and adding on more grade levels each year. This coordinator will schedule monthly informational, educational, and enriching activities for parents to participate in. For example, Blackshear will have monthly meetings, during the day, that will allow for parents to obtain information from the administrative team on what is and is not working with our model. Parents will be able to share the progress they are observing or not observing in their scholar. These meetings will allow the school to get another view of the fidelity, or lack of fidelity, in the implementation of the chosen model. Blackshear will also host family nights, which will give parents hands-on opportunities to engage in the work that their students are engaged in. Blackshear will also establish more opportunities for parents to participate as volunteers within the classroom. This will create, for them, a direct connection with the students and the model that we are implementing.

Also, the parental involvement in this model, will also lead to some parents becoming teacher assistants on the campus. With the increase of students attending Blackshear and with the implementation of the model, the school will need additional support. Being able to hire from within the community will also support the community within the school's zip code of 77004, which many families with children under 18 years of age living below the poverty level.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Provide leadership expertise in planning, implementing, and managing improvement efforts at the campus and/or district level. Strong communication skills, both oral and written.	Master's Degree, Administrative certification with 5 or more years in leadership management role as principal, etc.
2.	Principal	Provide leadership assistance in the coordination of the implementation of the Early Learning Model. Ensure that all guidelines, policies, and procedures are being followed. Manage the budget for the program. Provide leadership in the monitoring and evaluation of the program.	Texas Principal Certification 5 or more years instructional leadership experience 5 or more years teaching experience ESL and GT certified
3.	Assistant Principal	Provide leadership assistance in the coordination of the implementation of the Early Learning Model. Ensure that all guidelines, policies, and procedures are being followed. Provide leadership in the monitoring and evaluation of the program, the coordinator and the teachers.	Texas Principal Certification 5 or more years instructional leadership experience 5 or more years teaching experience ESL and GT certified
4.	Dean of Instruction	Provide leadership assistance in the coordination of the implementation of the Early Learning Model. Ensure that all guidelines, policies, and procedures are being followed. Provide leadership in the monitoring and evaluation of the program and the teachers. Provide additional job embedded professional development to the coordinator and to the teachers.	Texas Principal Certification 5 or more years instructional leadership experience 5 or more years teaching experience ESL and GT certified
5.	Early Learning Intervention Coordinator	Coordinate the implementation of the Early Learning Model with fidelity. Provide job embedded professional development to Early Childhood teachers. Coordinate additional professional development sessions for teachers. Work as a liaison to increase parental involvement beginning with our Early Childhood stakeholders and adding on more grade levels each year. This coordinator will schedule monthly informational, educational, and enriching activities for parents to participate in.	Bachelors and Masters in Early Childhood Education. 5 or more Years Teaching Experience ESL and GT Certified
6.	Pre-school Teacher	Provides students with appropriate learning activities and experiences designed to fulfill their potential for intellectual, emotional, physical and social growth.	Bachelors and Masters in Early Childhood Education. 5 or more Years Teaching Experience ESL and GT Certified

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Children's Learning Institute	CLI Engage program to strengthen early childhood teachers' instructional practices.	Proven record of effective professional development.
2.	Education Muses, LLC	Tools for Life Parent Training Workshops on topics such as Social Emotional Learning and Listening, Self- Regulation, Dealing with Feelings, Resiliency and Decision Making.	Proven record of effective professional development.
3.	Region IV	Professional Development across content area for teachers.	Proven record of effective professional development.
4.	The Writing Academy	Professional Development in writing for teachers.	Proven record of effective professional development.
5.	TLC Consultants	Professional Development in Literacy for teachers.	Proven record of effective professional development.
6.			
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## Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston ISD and Blackshear's leadership and staff have made a clear commitment to strive for a dramatic departure from the status quo; the Superintendent of Schools and Board Members are ready to support the efforts of success to transform Blackshear. The monitoring of the TTIPS project at Blackshear will occur on several levels. On the most basic level, students will be responsible for monitoring their progress through mechanisms such as six-week portfolios, daily journals, and electronic databases. Content area team leaders, teachers, tutors, parents, and mentors will periodically monitor student progress using student progress checklists, standardized progress reports, preliminary diagnostics, and biweekly post-tests to assess progress. Interventions will be built into the day to ensure timely impact.

The district will work closely with the campus, administration, SDMC, school faculty, parents, and students, as all participate in the project's implementation. The campus principal will compile the results of all assessments, and on a quarterly basis, share these results with the district administration, SDMC, school faculty, parents, and students. The campus leadership team will also work to provide ongoing monitoring of campus and classroom data to assist in making instructional and organizational decisions and to ensure team goals and interventions are met or exceeded. Content area team leaders will serve as liaisons between the teachers and building principal. They will provide assistance to respective core academic teachers, monitor, and ensure department goals and student interventions as directed by the ILT are met or exceeded. Blackshear will restructure its organizational management hierarchy to accommodate systems of support for students, teachers, and the greater school community.

Blackshear Elementary is in its fourth year of having an accountability rating of Improvement Required. There have been multiple changes in staff and leadership during the past four years. This inconsistency has ultimately had a negative impact on the performance of the students. It is imperative that the school put a learning model in place that we stand behind and believe in. Many of the stakeholders believe that Blackshear needs to take a vertical approach to learning to ensure success in the upper grades. The new leadership team stands with the stakeholders in this belief. It is up to the leadership to ensure the success and continuation of this program in spite of possible changes in key project personnel.

The Early Learning Intervention Model will become a consistent part of our School Improvement Plan to ensure continuation and monitoring of the fidelity of implementation. The administrative team will rigorously select candidates for the Early Learning Intervention Model that demonstrates that they are committed to the program for at least five years and who are highly qualified. Blackshear will also provide incentives for succession in the form of a yearly stipend for the coordinator and teachers who are hired specifically for the implementation of the Early Learning Intervention Model. This consistency with teachers and leadership will allow students to have structure in their educational day. Maintaining key personnel will allow teachers to build capacity in their instructional practices in order to provide students with highly effective instruction that leads to mastery of concepts.

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## Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The strategic intent of Houston ISD is to transform persistently low-performing schools, such as Blackshear, and to close the achievement gap between the economically disadvantaged students and the majority. With that in mind, the district is poised to lengthen the school hour, with additional teacher time and rigorous tutorials at Blackshear as a means of closing the achievement gap. HISD is adopting the lengthened time, rigorous tutorials and parent commitment as a culture in the bid to transform Blackshear, under the auspices of the selected model, into a high achieving, college and career ready life-long learning community. The district is committed to finding resources through Title 1, foundations' matching grants and other resources to support this new direction in the attempt to transform Blackshear into a school of choice where students feel safe, valued and can develop relationships with their educators.

Mentoring relationships will be established between Exemplar and Blackshear to foster best practices and develop relevance and rigor in student activities. Blackshear will meet regularly in PLCs to examine student work and teacher curriculum delivery with exemplar schools as coaches and mentors. The Principal will provide on-going feedback after classroom walk-through to validate learning and to help teachers improve on student learning. New teacher pathways will include the principal, district administrators and all teachers new to the district, training-of-trainer (TOT); and training will be incorporated in new teacher in-service to enable teachers to understand the core values of the district.

Houston ISD and Blackshear plans to create an implementation and communication plan to support actions and gain alignment from key stakeholders on path forward. The Houston ISD Board of Education is totally on board with transforming Blackshear to be a benefit to the students. Houston ISD has developed a strategic direction that will guide the best course of action for its students in order to realize the goals outlined by the Board of Education. The objectives of strategic planning process are:

1. create a clear picture around efforts to increase student achievement;
2. integrate findings from other ongoing efforts);
3. outline a set of strategic initiatives that enable HISD to meet its goals, assembling current efforts into a single picture and identifying gaps; and
4. determine any adjustments required to current resources both human and financial to support the strategic initiatives.

Additionally, the professional development that teachers will receive from the Children's Learning Institute will increase their capacity in Early Childhood education. The job embedded professional development that teachers and the coordinator will receive from the administrative team will also build teachers capacity in planning and delivering highly effective instruction and build the coordinators capacity in conducting observation and feedback protocols, managing human capital and coaching teachers. Teachers' capacity being built will help to sustain the success of the program.

The parent workshops from Educator Muse will have a positive impact on campus culture. Students will respond positively to their parents being present on the campus and being involved in their education. Blackshear will continue to maintain or increase parental involvement through monthly informational and enriching activities, through family nights, and through volunteer opportunities in the classroom. Blackshear will also continue to recruit from the community for instructional support employment opportunities.

In order to provide continued funding to support the continued utilization of the Early Learning Intervention Model, Blackshear will leverage existing partnerships that have been developed during the grant with outside agencies. Blackshear can also utilize Title I to support the school's efforts. As Blackshear implements the model with fidelity, the school will see an increase in enrollment which will also allow it to continuously support the model in place and to add more classrooms created using the Early Learning Intervention Model that will be in place campus wide. Blackshear Elementary will also continue to pursue grant funding in order to sustain the success with this model and to see its effects long-term in the upper grades.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston ISD's organization is designed to emphasize teaching and learning, align school goals and programs for sustained improvement, eliminate duplicated services, and provide greater oversight of data and compliance with state laws and regulations. Since May 2015, district and campus leaders, and campus staff have collaborated to develop long-term goals for improvement. The sources of campus data reviewed included the TEA Accountability reports, School Report Card, STAAR results (2013-2015), the Campus Needs Assessment, and the School Improvement Plan, as well as community level data. Based the campus needs assessment and community input, and upon the TTIPS seven Critical Success Factors, the campus leadership team and campus stakeholders have identified the following goals and objectives to guide Houston ISD and Blackshear's efforts toward improving the overall achievement of the school:

- Increase targeted, job-embedded professional development for all teachers
- Increase parental involvement through parent trainings and engagement opportunities
- Enhance campus culture to promote a culture of achievement and high expectations for all students, parents, and teachers, with increases in school attendance rates, promotion rates, and decreases in disciplinary referral rates.
- Increase the percent of students in PK- 2<sup>nd</sup> grades that are achieving at/above grade level, based on district assessments by the end of the 2019-2020 school year.
- Increase the percent of students in grades 3-5 who scored at Level II Satisfactory and Advanced in Reading and Math to be at/above parity with Houston ISD by the end of the 2019-2020 school year.
- Increase leadership effectiveness.

Additionally, Houston ISD's current appraisal and development process will be used to provide all teachers with regular, accurate, useful feedback on their performance and individualized development that will help them do their best work in the classroom.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Blackshear will collect assessment data from the following: Circle Assessment, District Level Snapshot, District Level Assessment, STAAR, and TELPAS. 100% of the enrolled Pre-Kindergarten students will take the circle assessment in their home language. 100% of the enrolled student in Kindergarten through Fifth will take all District Level Snapshots and Assessment. 100% of Third through Fifth grade enrolled students will take the STAAR. 100% of Kinder through Fifth grade English Language Learners will take the TELPAS Assessment. Students will also be given bi-weekly common assessments on the campus level. Individualized data collected from the common assessment will determine what intervention strategies must take place. One of the primary methods of collecting data will be a result of the school enrolling in the Children's Learning Institute (CLI), CLI Engage platform, and utilizing the Texas School Ready! Child progress monitoring assessments with pre-kindergarten students. In addition, teachers will review all of the data as part of the weekly discussions. Campus leaders will maintain a schedule of data driven discussions and planning sessions as part of the plan for professional development so that staff review each element of campus and student data weekly and summatively at the end of each semester. As results are reviewed, each group will report program specific reports to campus leaders on the progress of implementation of project activities and the level of effectiveness of the initiatives and programs in order to promptly identify any needed adjustment in the implementation of the project plan.

To increase leadership effectiveness the School Support Officer and the Project Coordinator will provide systematic training to campus leadership, develop a district rubric to measure leadership capacity and progress, and report results to leadership team. Data on learning time will be collected by the teacher specialists, and will be used to review academic achievement and climate and report to campus and district leadership each grading period. The staff will collect participation data on parental involvement, including the number of activities, the number of participants, and, report to campus and district leadership each semester. To monitor the increase in teacher quality, the Principal will report to the campus and district leadership the aggregated results of classroom walkthrough observations, attendance data, and student achievement.

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The proposed project's evaluation plan to assess the effectiveness of program activities and interventions includes both summative and formative components to ensure the ongoing monitoring of continuous improvement. The overall responsibility for implementing the project's evaluation plan, at the campus level lies with the Principal, the School Support Officer, and the Project Coordinator. The team will report, where appropriate, on a quarterly and end-of-year basis, both formative and summative program findings to the school staff, agency staff, and the Texas Education Agency.

Ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and other stakeholders on the success and progress of the interventions, as well as to identify areas for needed improvement. The will be based on the stated goals and objectives, as outlined previously. The proposed project's processes will be continually reviewed and improved. In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan at the campus level that will:

- Hold regularly scheduled meetings with staff and other stakeholders
- Monitor progress to inform program modifications as needed
- Elicit feedback from all stakeholder groups
- Resolve any issues and challenges in a timely manner by maintaining open communications pathways.

The plan will articulate policies and procedures for the facilitation of continuous monitoring and continuous improvement and will be available for and communicated to all staff and stakeholders at the beginning of the project's grant period. It will also be available for reference, at any time, by making a request to the Principal. Houston ISD assures that the campus will meet all required reporting expectations set forth by the Texas Education Agency and complete a final evaluation that addresses the following:

- The degree to which the interventions set forth in the project were implemented according to the plan
- The effectiveness of the interventions in achieving the goals and objectives of the project
- The impact of the project interventions on the participants and degree to which targets were met

When there are problems with the project delivery, it is imperative that the problems be addressed immediately. Where problems are identified, the first step is to meet with the Leadership Team to ensure an accurate assessment of the issue, and identify what the actual delivery expectation is. Then, documentation and evidence of the issue needs to be compiled. Once it is ascertained that there is improvement needed, the Principal (or her delegate) will have a vision-oriented conversation with the parties identifying the needed changes and the timeline for improvement. Continued assessment will either result in a confirmation that the project delivery is on target, or it will delineate the need for the cessation of service, the need for a replacement.

Specifically, the leadership team, Principal, Assistant Principal, Dean of Instruction, Special Education Chairperson, and Early Learning Intervention Coordinator will be responsible for assessing the effectiveness of the program. The Dean of Instruction will be specifically responsible for appraising the PK/K teachers and providing them instructional support to improve their practices. The Coordinator will also assess the effectiveness of the teachers and of the implementation of the program. The leadership team will meet weekly and discuss the effectiveness of the program, the instruction, and the interventions. Action plans will be created to identify needed adjustments based on feedback from all parties at the meeting. Assignments will be given and the Principal will be ultimately responsible for ensuring that problems are corrected and teachers and leadership are provided the needed supports to maintain a successful program.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School administrators will work with the Project Coordinator and School Support Officer to facilitate the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this collaborative effort, both the Supplier and Houston ISD will benefit from working as business partners, thereby having the right to exchange products and services, at the right cost, from the right Supplier, to the right location every time without prejudice or bias. The School Support Officer has the authority to commit district funds for the acquisition of goods and services.

All service providers will be selected using the current procurement procedures as approved by Houston ISD. External service providers go through a stringent screening process. Such providers will have a proven record of success in other educational settings over time. References are required from service providers from schools with which they have worked, including the names of campus administrators. The District shall appropriate funds that will be used, pursuant to administrative regulations set forth by the Superintendent, to procure the required goods and/or services, in accordance with the following stipulations:

The authority to purchase, i.e. the authority to obligate district funds to an agency outside of the Houston ISD, is vested in the Superintendent, or his delegate, with the authority to purchase or contract to purchase materials, supplies, equipment, and services; to lease equipment and facilities necessary for educational programs and district operations; and to contract for renovations and construction. All such purchases and/or contracts shall be awarded contingent upon the availability of unrestricted funds in the approved operating or capital budget. All contracts must be signed by the Superintendent or his/her designee.

All district employees shall encourage and promote, on an inclusionary basis, contracting opportunities for all businesses, without regard to race, color, sex, religion, national origin, marital status, sexual orientation, age, gender identity or expression, genetic information, ancestry, or any legally protected status. All contractors and vendors desiring to do business with the Houston ISD and/or to participate on Houston ISD contracts shall be required to comply with Board policy.

All vendors and contractors doing business with the Houston ISD shall provide all persons with equal opportunity without regard to race, color, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's Procurement Services Department is responsible for facilitating the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this synergistic effort, both the Supplier and Houston ISD will benefit from working as business partners to strengthen the social and economic foundation of the district and the community at large. The mission of the Houston ISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right Supplier, to the right location, at the right time, every time.

Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any/all expenditures greater than \$10,000.00 in the aggregate; meaning just about every purchase made by the district.

**BIDS AND PROPOSALS:** All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only. Competitive bids are generally solicited either by means of a Request For Proposal (RFP), or a competitive sealed bid (or proposal). While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Procurement Web site and are physically posted on the district bulletin board in the Hattie Mae White Educational Support Center.

Usually, all contracts that require Board of Education approval (\$10,000. or greater) will result in a Master Agreement (contract), against which, one or more purchase orders may reference.

**MINORITY AND WOMEN BUSINESS ENTERPRISES (M/WBE) PROGRAM:** HISD, in keeping with its high standards, good business practices and fiduciary responsibility as a taxpayer supported public entity, continually strives to ensure that all Suppliers have the opportunity to support HISD, and is committed to providing equal procurement opportunities to MWBE Suppliers. HISD defines M/WBE Suppliers as a business enterprise that is at least 51% owned, operated, managed, and controlled by one or more members of the following socially or economically disadvantaged groups: African Americans, Hispanic Americans, Asian/Pacific Island Americans, native American Indians (American Indians, Eskimos, Aleuts, and native Hawaiians), and non-minority women. HISD's minimum MWBE goal is 20% of all purchasing and construction, and 25% for professional services. At the very least, good faith efforts in the use of MWBE's are required by policy in the purchase of:

- Goods and Nonprofessional Services s (General and Subcontractors)
- Construction Contract
- Professional Services

All district Suppliers are asked to commit to the same goals when doing business with their Suppliers. M/WBE seminars are held on the first (business) Monday of each month.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912		Amendment # (for amendments only):	
<b>Statutory Requirement 3: Pre-Implementation Year.</b> List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
1.	Training school staff in the parameters and programs and services that will be available as a result of the grant, including professional development for the use and care of technological resources to enhance instruction.		
2.	Creating Rubrics for assessment of interventions and the impact of those interventions on student achievement.		
3.	Identifying necessary community partners and introducing them to the upcoming pathway of interaction that will result from the full implementation of the project.		
4.	Establishing a common culture of work and expectations that will result in the clear delineation of lines of communication among all of the individuals that will be working within the parameters of the implementation.		
5.	Identifying staffing needs for the following school year based upon the data compiled from within the school and hire administrative/instructional staff, including Project Coordinator, ECE Teachers, Interventionists		
6.	Test assessment and benchmarks to ensure accurate data collection processes are in place.		
7.	Rolling out the timeline for the goals and expectations to the school staff, and receiving feedback on the feasibility and attainability of the desired goals to ensure a common vision.		
8.	Design, develop and prepare for implementation with the guidance of the state approved technical assistance provider.		
9.	Register for/attend required TTIPS team training		
10.	Recruit, screen, and select potential external providers (Complete contractual agreements)		
11.	Develop Staff Development Plan and Timeline		
12.	Communicated project mandates to all stakeholders.		
13.	Purchasing resources for the expansion of Pre-Kindergarten		
14.	Purchasing necessary technological resources, including iPads, computers, and Interactive whiteboards		
15.	Ensuring communication pathways are establish between campus based personnel and District-level support personnel.		
16.	Identifying any potential challenges involving the physical site that might be a barrier to implementation.		
17.	Creating the necessary systems to establish and effective data management system that allows for the collection, sharing, and analysis of data throughout the school.		
18.	Develop instructional framework to guide the improvements in teacher quality, and identifying campus-based supports for teachers.		
19.	Create reward/incentive plan and submit for District approval to attract the best talent to the school.		
20.	Comprehensive review of the proposed plan to ensure effective implementation in the following year.		

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Due to the large influx of new campus leadership and teachers, the current framework for leading and mentoring the new teachers will coincide with the overall goal of improving teacher quality. Multiple measures are being enacted this school year to create teams of teachers to strengthen school ties, have more structured monitoring of the mentoring relationships, providing communication pathways between the new teachers and the Leadership Team, and creating a reward program to motivate and encourage teachers towards excellence. In addition, professional development will be structured in a way that allows teachers to create learning tracks that will be used as a basis for the institute model of professional development that will be implemented as a result. The professional development will be job-embedded and will be culturally responsive to address the specific needs of the demographics and sub-populations within the school

The PK-3 staff are working together to implement instructional changes in the Early Childhood program in order to provide teachers with the tools to build better foundations for learning. All members of the leadership team will be trained to ensure that walkthroughs and observations are conducted with an emphasis on student achievement. This allows for accurate analyses of school needs, professional development needs, and possible staffing needs. In addition, the Principal is identifying staff members with the capacity of be school leaders to provide mentoring and training. These teachers will be given roles in the school to develop their leadership potential, gain valuable experience in the administrative mechanisms of running a school, understanding the statutory requirements in a school, and practices and habits of successful school leaders. In addition, the SSO will work with the Leadership Team to ensure that professional growth of each member, and the Leadership Team is responsible for modeling the need for Professional Growth to the staff by sharing their own learning through Professional Developments, Mentor Meetings, and Staff Meeting.

The Leadership Team is developing mechanisms for data collection and analysis. This includes looking at the feasibility of data collection, the volume of data collection, and most important the use and usefulness of the collected data. Team Leads within the school will work with the Leadership Team to identify the data sources that are most useful for their content, grade level, and context. A concerted effort will be made to identify parent partners that will be instrumental in creating a Parent's Council. From this pool, it may be possible to identify the Parent Liaison that will spearhead the Parents as Partners program in the school. The aim is to increase community awareness of and involvement in the programs that will be available.

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Alicia G. Lewis

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

February 2, 2015

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model  
selected for modification:

Description of the  
modification:

How intent of the original  
element remains/will be met:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

Blackshear Elementary will utilize the Circle Assessment from the Children's Learning Institute as a summative assessment, and teacher created formative assessments to assess student's growth. Blackshear Elementary will utilize DRA2 and Running Records to analyze levels for Kindergarten students. Blackshear Elementary will also utilize district snapshot data and STAAR data as we move through the model from year one to year five. Student growth is 30% of the teacher's evaluation. Instructional practices will be weighed at 50% and Professional Expectations at 20%.

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

HISD's teacher evaluation system will be utilized for this process. Teachers will have multiple informal walkthrough observations throughout the entire year. They will receive feedback, support, and create an action plan for improvement following each observation. Teachers will also have two formal observations and two formal walkthroughs during the year. They will also receive feedback, support and create and action plan for improvement following each of these observations.

Describe how the evaluation system was developed with teacher and principal involvement:

Teacher Appraisal and Development System (TADS) is a common evaluation system that will allow Houston ISD to ensure consistency and comparability across the district, based on a common definition of teacher effectiveness. The TADS consists of multiple components which contribute to an overall Teacher Effectiveness Measure. These components include Teacher Assessment on Performance Standards, Surveys of Instructional Practice, and Student Growth and Academic Achievement. The school will take part in calibration and rubric analysis opportunities to ensure all evaluators view instructional quality from the same lens and to further ensure that teachers continue to reach proficiency and that is communicated to the Instructional Staff.

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

Teachers will be awarded through the Houston ISD Aspire Program. This is a monetary reward program paid to teachers and administrators for outstanding student performance on measured assessments.

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

Houston ISD's evaluation system requires walkthroughs and observations throughout the year. Teachers have an individual professional development plan that they create to focus on areas of growth that they will work on and that leadership will support them with. They are provided job embedded professional development as well as opportunities to observe exemplar teachers. They are also provided opportunities to receive professional development from out of district contractors/vendors.

Describe the criteria established for educator removal:

After providing multiple supports and professional development opportunities for the struggling teacher without success, the teacher is placed on a Prescriptive Plan of Assistance that lays out a plan of action to help build teacher capacity and turnaround the trajectory of teacher practice to that of effectiveness. If the teacher does not show growth or chooses to reject the plan and actions laid out in the plan, that person will be taken to file review and a collaborative decision will be made to either retain the teacher or remove the teacher.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

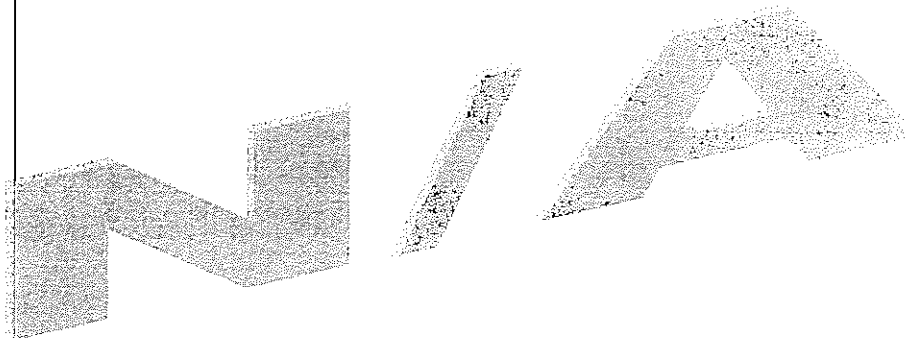
Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.



Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.



Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

Indicate if the campus will partner with community-based provider to deliver the preschool.

Blackshear Elementary currently offers all-day Preschool for 3 and 4 year olds. Blackshear has nine classes that consist of four Montessori, four Traditional, and one Bilingual class. All the teachers are highly-qualified and have taught PK for more than three years. With the Early Learning Intervention Model, Blackshear will add an additional class with a Master Early Childhood teacher. Comparable salary is \$51,000 to \$71,500. The National Association for the Education of Young Children (NAEYC) also suggests specific teacher-child ratios for accreditation, with an overall ratio recommendation of 1:10 and a class size of no more than 20 with, at a minimum, one teacher with high staff qualifications. The daily schedule for PK staff is 7:15 – 3:45 p.m. The campus will not partner with a community-based provider to deliver the preschool.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

The preschool program is based upon the recommendations of the National Association for the Education of Young Children (NAEYC) in alignment with the standards set for by the Texas Education Agency. Research-based recommendations by NAEYC insist on a play-based curriculum that champions developmentally appropriate practices in an enriched environment by an intentional teacher. A play based-curriculum will allow for the development of necessary precursors to academic learning, as well as develop socio-emotional skills. As a result of collaborative planning sessions, the program will be vertically aligned in all subject areas, and the introduction of a social worker and fulltime counselor will address.

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

Enrollment and training in the Children's Learning Institute (CLI), CLI Engage platform, and the utilization of the Texas School Ready! child progress monitoring assessments with pre-kindergarten students will enable teachers to assess the ECE students. Additionally, continuous assessment of socio-emotional skills using agreed upon rubrics, and observations of students engaged in performance based assessments will guide continuous improvement and next grade readiness. PK scholars will be tested with the Circle exam at the end of the year. Kindergarten scholars will be assessed using Istation, district snapshots, campus created common assessments.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 14: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of existing staff rehired for work in the turnaround model implementation:

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

Indicate the number of new staff hired for work in the turnaround model implementation:

Indicate the start date for the new turnaround implementation staff, including rehires and new hires:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 15: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 16: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 18: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Academic Performance/Improve the Instructional Program***

<b>Planned Intervention</b>		<b>Period for Implementation</b>	
1.	Provide Training for teachers in Data Driven Instruction, including training in data collection, data analysis, and using data to inform planning and instruction.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Increase access to Technology in the school by procuring iPads, computers, SmartBoards and other technological advancements to enhance instruction and provide teachers with the necessary training to ensure those tools are used effectively.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
3.	Provide opportunities for planning sessions with teachers to occur, including vertical planning and horizontal planning.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Provide funding for teacher to attend professional conferences and workshops in areas of professional need to strengthen the knowledge base and instructional toolkit of teachers.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Ensure cultural-responsive pedagogy is used in all classrooms by ensuring that teachers have access to quality professional development, have access to coaching and modeling of practices, and have meaningful feedback sessions after observations and walkthroughs to ensure high quality instructional practices are utilized.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Coordinate the schedules of the Leadership Team to ensure that walkthroughs and feedback are occurring regularly, and that they are aligned with the school priorities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Develop timetables to ensure that all instruction is monitored regularly and effectively by the leadership team, and ensuring that all members of the leadership team are trained in effective observations and providing effective feedback to improve instructional practices.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Teacher Quality***

<b>Planned Intervention</b>		<b>Period for Implementation</b>	
1.	Expand the PK program and ensure that the student to teacher ratio in PK is 10:1, and that there is a highly-qualified teacher in each classroom. Select teachers based upon the staffing needs of the school, as identified by the Leadership Team after assessing data and teacher.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Ensure that all teachers in the ECE program, and the whole school, use data to identify and implement an instructional program that is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State academic standards; Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Develop mentor network and program to retain teachers who have been successful in improving student achievement, including partner pairings with successful teachers at other schools with similar demographics, teacher teams within the school, and admin teams, where each teacher is assigned a member of the Leadership Team as an instructional leader.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	The Leadership Team will be trained on effective documentation and Teacher Development and Appraisal Systems to ensure that processes are followed to ensure that teachers who are not performing can be removed from the campus.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Develop incentive program for teachers who exceed the goals of the program, and who are committed to the program as evidenced by their student achievement and retention in the school throughout the grant cycle.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Teacher Specialist will work with teachers, especially new teachers, to develop instructionally sound practices using coaching, modelling, and professional development.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Ensure that teachers receive training to remain in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG) and utilize instructional materials that are approved by the Texas State Board of Education.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:*****Increase Leadership Effectiveness*****Planned Intervention****Period for Implementation**

1.	A new Instructional Leader was hired in February 2015 as the principal of Blackshear Elementary.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
2.	Leadership partners with academically successful principals for mentorship, coaching, and observable examples of leading with excellence. Principal will attend leadership professional development sessions and conferences. Principal will attend professional development sessions with a focus on Reading, Math, Writing and Science to maintain and strengthen instructional capacity.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Principal will be given additional operational flexibility in deciding which programs and initiatives are in line with the school goals, and are based upon the school's specific needs.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Members of the Leadership Team will attend TEA seminars that address school improvement and learn and share the best practices for school improvement models.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Potential school leaders will be identified for mentorships and professional development towards their goals of increasing their responsibility within the school to ensure that a pipeline of qualified individuals who are prepared for leadership in the school is created.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Consistent weekly briefings, with bi-weekly meetings for the Leadership Team to monitor and assist the school improvement process.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	School leaders will guide PD to assist teachers based upon the needs as identified by walkthroughs and feedback conversations with teachers.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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**Critical Success Factor:**

***Increase Use of Quality Data to Inform Instruction***

**Planned Intervention****Period for Implementation**

1.	Specialists and AP will work with teachers to ensure an understanding of data requirements, collections procedures, and reporting processes.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Teachers will be required to show links to data in instructional plans and in collaborative meetings to ensure that data is maintain and actually used to inform planning.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Teachers will receive Data Binders to aid in the collection and reporting of Data, and the coaches will provide coaching on teachers' disaggregation of date to inform instruction.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Professional Developments will be planned to ensure a common understanding of the data analysis process, and the expectations for it within the school, including explicit instruction in the District's Data analysis software.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	The whole staff will receive training in the use of data analysis software by the District that can produce assessments and analysis of the assessments.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Teachers will utilize a Student Instruction profile to conduct one-on-one conferences with students and parents that will chart progress throughout the year to ensure that there is ample communication with the parents, and that both students and teachers are aware of the expectations.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Teachers will document, using anecdotal notes and observation notes, the socio-emotional progress of students, in order to provide foundation for any services that a student may need.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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**Critical Success Factor:*****Increase Learning Time***

Planned Intervention		Period for Implementation	
1.	Instructional day will be extended an hour. Teachers will be compensated for the extended learning time.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Students will participate in after-school and Saturday tutorials. Holiday camps will be held to increase learning time.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Teachers will be trained on how to maximize instructional time.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Implement attendance requirement among teachers to increase in actual Instructional Time, and hold teachers accountable for their attendance based upon the standards set forth by the District, and the reporting procedures set forth in the Campus Staff Handbook.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Utilize online learning platforms that children can access at any time to allow additional practice on TEKS objectives that are not previously mastered and extension of those that were.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Adjust the school timetable to create blocks of instruction to add more time to the learning day, by decreasing breaks and time needed to change classes.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Adjust the timetable so that 30 minutes of everyday is dedicated to Interventions/Enrichment/Practice to specifically address deficiencies and learning issues as they occur.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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**Critical Success Factor:*****Increase Parent/Community Engagement*****Planned Intervention****Period for Implementation**

1.	Houston Urban League will conduct parental involvement sessions at Blackshear.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Parent Liaison will be hired to coordinate classes/workshops/family nights/etc.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	GED, ESL, and computer classes will be offered to parents during the day once a month.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Provide space and time for social service agencies to utilize the school to meet with parents to ensure families are receiving the social and emotional support that is available to them. This includes hosting training classes where the parents can learn more about the online resources offered by the district, learn computer skills, and language skills, where needed.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Host a Parent's Meeting at the beginning of each term to engender goodwill and ensure that the lines of communication are open and available between the parents, community stakeholders, and the school staff.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Develop Parent Commitment Contracts to increase the expectations and understanding of the academic requirements of the students, and to give the parents information on how to be more actively involved in the school.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Monitor communications with the parents to ensure that teachers are consistently communicating student progress and school events to the parents, and that parents are aware of the programs and services that are offered at the school.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

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**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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**Critical Success Factor:**

***Improve School Climate***

**Planned Intervention****Period for Implementation**

1.	Positive school wide behavior program will be implemented. Teachers will be trained.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Model systems, routines, and procedures will be implemented with fidelity.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Leadership will be trained on how to create a positive climate.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Increase the number of outside learning experiences that are available to the students, including visits to colleges and trips to cultural performances to increase the relevance and real-world application classroom content and have a positive impact on students' attitude towards education.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Develop activities and programs that increase school spirit, and give students ways to express it positively through competitions.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Enforce school rules and clearly communicate the rewards and consequences of the Behavior Plan to ensure fair and equitable application of the school rules	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Parent Liaison and community partners will lead and facilitate efforts to engage parents and integrate them into the process of improving the school climate.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 101912			Amendment number (for amendments only):	
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Ttruancy</b>				
#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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